



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 12451684  
SAU: MSAD 51  
School: Drowne Road School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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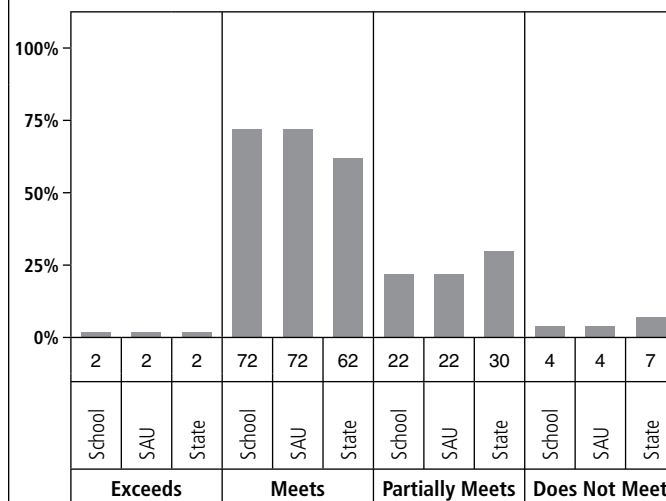
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: MSAD 51  
School: Drowne Road School

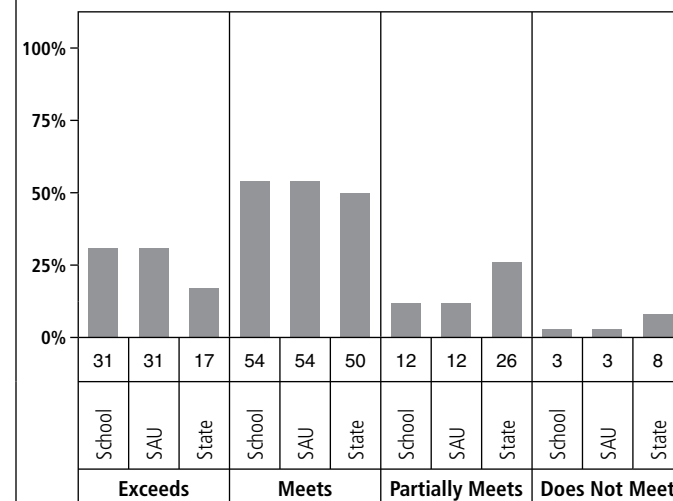
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	346	346	345
2006–2007	347	347	345
<b>2007–2008</b>	<b>347</b>	<b>347</b>	<b>344</b>
Cum. Avg. *	347	347	345
<b>Mathematics</b>			
2005–2006	350	350	344
2006–2007	353	353	347
<b>2007–2008</b>	<b>355</b>	<b>355</b>	<b>347</b>
Cum. Avg. *	353	353	346

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 51  
 School: Drowne Road School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	158	100	158	100	13803	100	157	99	157	99	13714	99	157	99	157	99	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	1	1	1	1	210	2	1	100	1	100	205	98	1	100	1	100	206	98												
Hispanic	4	3	4	3	162	1	4	100	4	100	158	98	4	100	4	100	159	98												
Caucasian/White	153	97	153	97	12916	94	152	99	152	99	12846	100	152	99	152	99	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	17	11	17	11	2358	17	17	100	17	100	2333	99	17	100	17	100	2329	99												
Current LEP	2	1	2	1	371	3	2	100	2	100	357	96	2	100	2	100	361	98												
Economically disadvantaged	9	6	9	6	5584	40	9	100	9	100	5535	99	9	100	9	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	140	89	140	89	10650	77	141	89	141	89	10678	77												
Identified disability (PET/IEP)	3	2	3	2	475	4	3	2	3	2	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
<b>Participation with accommodations</b>	16	10	16	10	2936	21	15	9	15	9	2911	21												
Identified disability (PET/IEP)	13	81	13	81	1735	59	13	87	13	87	1729	59												
LEP	2	13	2	13	197	7	2	13	2	13	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	1	6	1	6	986	34	0	0	0	0	958	33												
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	123	1	1	1	1	1	121	1												
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	1	1	1	1	80	1	1	1	1	1	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 51  
School: Drowne Road School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	1	1	1	352	3
	2006-2007	4	2	4	2	332	2
	<b>2007-2008</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>227</b>	<b>2</b>
	Cum. Total*	8	2	8	2	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	124	77	124	76	8641	62
	2006-2007	128	72	130	71	8691	63
	<b>2007-2008</b>	<b>113</b>	<b>72</b>	<b>113</b>	<b>72</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	365	73	367	73	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	33	20	34	21	3671	27
	2006-2007	40	22	41	22	3781	27
	<b>2007-2008</b>	<b>34</b>	<b>22</b>	<b>34</b>	<b>22</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	107	22	109	22	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	4	2	4	2	1163	8
	2006-2007	7	4	8	4	1021	7
	<b>2007-2008</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>938</b>	<b>7</b>
	Cum. Total*	17	3	18	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	29.9	65.0	29.9	65.0	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	15.3	66.5	15.3	66.5	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	14.6	63.5	14.6	63.5	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 51  
School: Drowne Road School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	156	3	2	113	72	34	22	6	4	347	156	2	72	22	4	347	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	4										4						158	1	52	36	11	342
Caucasian/White	151	3	2	111	74	33	22	4	3	347	151	2	74	22	3	347	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	16	0	0	5	31	9	56	2	13	339	16	0	31	56	13	339	2210	0	32	48	20	338
No	140	3	2	108	77	25	18	4	3	348	140	2	77	18	3	348	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	2										2						348	1	36	45	19	339
No	154	3	2	113	73	33	21	5	3	347	154	2	73	21	3	347	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	8	0	0	5	63	2	25	1	13	343	8	0	63	25	13	343	5450	1	49	39	11	341
No	148	3	2	108	73	32	22	5	3	347	148	2	73	22	3	347	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	156	3	2	113	72	34	22	6	4	347	156	2	72	22	4	347	13581	2	62	30	7	344
<b>Gender</b>																						
Female	73	3	4	58	79	11	15	1	1	349	73	4	79	15	1	349	6567	3	65	27	5	345
Male	83	0	0	55	66	23	28	5	6	345	83	0	66	28	6	345	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	0	37	49	14	339
No	156	3	2	113	72	34	22	6	4	347	156	2	72	22	4	347	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	156	3	2	113	72	34	22	6	4	347	156	2	72	22	4	347	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 51  
School: Drowne Road School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	1	20	3	60	1	20	338	3	0	20	60	20	338	6	0	43	39	18	340
B. less than one hour	84	2	2	99	76	26	20	4	3	347	84	2	76	20	3	347	79	2	65	28	5	345
C. one to two hours	12	1	6	12	67	4	22	1	6	345	12	6	67	22	6	345	12	2	60	31	7	344
D. more than two hours	1	0	0	1	50	1	50	0	0	341	1	0	50	50	0	341	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	27	1	2	27	66	10	24	3	7	346	27	2	66	24	7	346	29	3	62	28	7	345
B. They match some of what I have learned.	51	1	1	60	77	15	19	2	3	348	51	1	77	19	3	348	48	2	67	27	4	345
C. They match just a little of what I have learned.	17	1	4	18	69	7	27	0	0	346	17	4	69	27	0	346	15	1	56	34	9	343
D. There is no match.	6	0	0	6	67	2	22	1	11	344	6	0	67	22	11	344	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	42	3	5	52	81	7	11	2	3	350	42	5	81	11	3	350	42	3	67	24	6	346
B. good	52	0	0	55	70	22	28	2	3	345	52	0	70	28	3	345	46	1	62	32	5	344
C. fair	6	0	0	4	44	4	44	1	11	340	6	0	44	44	11	340	10	0	48	42	10	341
D. poor	1	0	0	0	0	0	0	1	100	326	1	0	0	0	100	326	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	16	1	4	12	50	9	38	2	8	343	16	4	50	38	8	343	22	1	48	38	12	341
B. about the same as my regular schoolwork	58	1	1	67	75	19	21	2	2	348	58	1	75	21	2	348	57	2	68	26	4	346
C. easier than my regular schoolwork	26	1	3	32	80	6	15	1	3	347	26	3	80	15	3	347	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	13	0	0	10	50	8	40	2	10	341	13	0	50	40	10	341	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	50	1	1	55	72	19	25	1	1	346	50	1	72	25	1	346	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	36	2	4	43	78	7	13	3	5	349	36	4	78	13	5	349	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	23	2	6	31	86	3	8	0	0	351	23	6	86	8	0	351	19	3	65	27	6	346
B. 20 minutes to an hour	56	1	1	64	74	19	22	2	2	347	56	1	74	22	2	347	47	2	68	25	5	346
C. less than 20 minutes	12	0	0	10	53	7	37	2	11	341	12	0	53	37	11	341	19	1	56	35	8	343
D. I rarely read at home.	8	0	0	7	54	4	31	2	15	341	8	0	54	31	15	341	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	33	0	0	35	71	11	22	3	6	345	33	0	71	22	6	345	28	1	56	33	9	343
B. six to ten pages	23	1	3	27	79	5	15	1	3	347	23	3	79	15	3	347	23	1	63	29	7	344
C. eleven or more pages	44	2	3	46	70	16	24	2	3	347	44	3	70	24	3	347	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	336	100	0	0	100	0	336						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 51  
School: Drowne Road School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	29	18	29	18	1295	9
	2006-2007	40	22	41	22	1985	14
	<b>2007-2008</b>	<b>48</b>	<b>31</b>	<b>48</b>	<b>31</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	117	24	118	24	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	98	60	98	60	6852	49
	2006-2007	106	59	109	60	6990	51
	<b>2007-2008</b>	<b>85</b>	<b>54</b>	<b>85</b>	<b>54</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	289	58	292	58	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	28	17	29	18	4081	29
	2006-2007	23	13	23	13	3673	27
	<b>2007-2008</b>	<b>18</b>	<b>12</b>	<b>18</b>	<b>12</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	69	14	70	14	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	7	4	7	4	1638	12
	2006-2007	10	6	10	5	1193	9
	<b>2007-2008</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	22	4	22	4	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.8	72.0	10.8	72.0	9.2	61.3
Cluster 2: Shape and Size	14	29	11.1	79.3	11.1	79.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.5	70.0	3.2	64.0
Cluster 4: Patterns	14	29	10.0	71.4	10.0	71.4	9.0	64.3

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 51  
 School: Drowne Road School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	156	48	31	85	54	18	12	5	3	355	156	31	54	12	3	355	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	4										4						159	6	50	31	13	342
Caucasian/White	151	48	32	82	54	17	11	4	3	355	151	32	54	11	3	355	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	16	1	6	9	56	5	31	1	6	346	16	6	56	31	6	346	2208	6	35	37	21	338
No	140	47	34	76	54	13	9	4	3	356	140	34	54	9	3	356	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	2										2						357	8	29	37	26	336
No	154	48	31	85	55	18	12	3	2	355	154	31	55	12	2	355	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	8	2	25	5	63	1	13	0	0	354	8	25	63	13	0	354	5452	9	45	33	12	343
No	148	46	31	80	54	17	11	5	3	355	148	31	54	11	3	355	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	156	48	31	85	54	18	12	5	3	355	156	31	54	12	3	355	13584	17	50	26	8	347
<b>Gender</b>																						
Female	73	21	29	42	58	8	11	2	3	355	73	29	58	11	3	355	6565	15	49	27	8	347
Male	83	27	33	43	52	10	12	3	4	355	83	33	52	12	4	355	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	5	39	41	15	339
No	156	48	31	85	54	18	12	5	3	355	156	31	54	12	3	355	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	156	48	31	85	54	18	12	5	3	355	156	31	54	12	3	355	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 51  
School: Drowne Road School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	2	40	2	40	1	20	338	3	0	40	40	20	338	6	9	40	33	18	340
B. less than one hour	84	41	31	76	58	12	9	2	2	356	84	31	58	9	2	356	79	18	52	24	6	348
C. one to two hours	12	6	33	6	33	4	22	2	11	349	12	33	33	22	11	349	12	16	48	27	8	347
D. more than two hours	1	1	50	1	50	0	0	0	0	352	1	50	50	0	0	352	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	23	35	38	58	5	8	0	0	357	43	35	58	8	0	357	37	22	50	22	6	350
B. They match some of what I have learned.	39	17	28	32	53	8	13	3	5	354	39	28	53	13	5	354	46	16	53	25	6	348
C. They match just a little of what I have learned.	10	4	25	8	50	3	19	1	6	351	10	25	50	19	6	351	12	9	44	36	11	342
D. There is no match.	8	4	31	6	46	2	15	1	8	353	8	31	46	15	8	353	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	20	51	17	44	1	3	1	3	362	27	51	44	3	3	362	39	25	48	20	7	350
B. good	56	21	27	46	58	9	11	3	4	353	56	27	58	11	4	353	46	14	52	27	7	347
C. fair	13	3	16	11	58	5	26	0	0	350	13	16	58	26	0	350	12	8	49	35	9	343
D. poor	4	0	0	4	80	0	0	1	20	343	4	0	80	0	20	343	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	7	1	9	7	64	2	18	1	9	348	7	9	64	18	9	348	17	7	41	35	17	340
B. about the same as my regular schoolwork	58	27	30	52	57	12	13	0	0	355	58	30	57	13	0	355	59	18	53	24	5	349
C. easier than my regular schoolwork	35	20	37	26	48	4	7	4	7	356	35	37	48	7	7	356	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	32	18	37	22	45	4	8	5	10	353	32	37	45	8	10	353	32	13	47	30	10	345
B. two or three days a week	41	21	34	30	48	11	18	0	0	356	41	34	48	18	0	356	30	20	52	23	5	349
C. two or three times each month	16	5	21	16	67	3	13	0	0	354	16	21	67	13	0	354	19	20	53	21	6	350
D. never or almost never	12	3	17	15	83	0	0	0	0	354	12	17	83	0	0	354	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	8	3	23	6	46	3	23	1	8	350	8	23	46	23	8	350	7	5	34	40	20	338
B. two or three days a week	18	8	29	16	57	3	11	1	4	355	18	29	57	11	4	355	18	15	50	27	8	346
C. two or three times each month	46	22	31	38	54	10	14	1	1	355	46	31	54	14	1	355	28	21	53	21	4	350
D. never or almost never	27	15	37	23	56	2	5	1	2	356	27	37	56	5	2	356	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	13	3	15	9	45	6	30	2	10	345	13	15	45	30	10	345	16	8	42	36	13	342
B. 30–45 minutes	40	16	26	35	56	9	15	2	3	354	40	26	56	15	3	354	30	14	53	26	7	347
C. 45–60 minutes	37	26	45	31	53	1	2	0	0	359	37	45	53	2	0	359	32	22	51	22	5	350
D. more than 60 minutes	10	3	19	10	63	2	13	1	6	353	10	19	63	13	6	353	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	342	100	0	100	0	0	342						
B.	0										0											
C.	0										0											
D.	0										0											